

LARC 1580/1581 & LARC 8970

Landscape Architecture Digital Design and Representation

Spring 2024 | Credit Hours: 3

Meeting Time: Tu/Th 9:30 am - 10:45 am | **Location:** Lowry Hall | Room 219

INSTRUCTORS AND TEACHING ASSISTANTS

Instructor: Arielle Spencer, PhD Candidate

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Office Hours: By appointment

TA: Nick Ceva

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1:30-5:30pm or by appointment

TA: Will Hawkins

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Office Hours: During Studio - MWF

1:30-5:30pm or by appointment

COURSE INFORMATION

COURSE DESCRIPTION

The course will introduce students to the use of computer technology in the landscape architectural design process. It will explore the basics of computer applications used in the design industry for conceptualising, drafting, modelling, and graphically communicating.

PREREQUISITES: Landscape Architecture major or consent of instructor

INTRODUCTION

Today's professional landscape architectural tools are increasingly digital. The hand-powered techniques of landscape architects have been supplanted by computers and digital tools, where traditional methodologies are augmented with 3D modelling and animation for landscape planning at various scales and project levels. Evidence demonstrates that landscape architects use digital tools for landscape design and assessment in their daily professional work. The majority of them also continue to use hand-drawn sketches and ideas,

but for communicating with the public, they employ digitally-created projects and designs. Digital technologies (visualisations, animations, 3D models, etc.) enable the potential user to participate in the landscape planning process and to see the landscape prior to its creation and provide instruction for the built environment in the form of documentation. This course will explore the many uses of digital design and representation in landscape architecture.

COURSE GOAL

The goal of LARC1580/1581/8570 is to provide an introduction and foundation to the digital applications and methodologies typical to the landscape architecture practice. We will create and hone a fluidity between different digital design and communication techniques to ground information management and workflows across software platforms including AutoCAD, Adobe Creative Cloud (Photoshop, Illustrator, and InDesign), and basic 3D modelling software. The course will focus on 2D and 3D graphic representations of conventional drawing techniques and emphasise the interplay between digital tools in the design process.

COURSE LEARNING OBJECTIVES & OUTCOMES

Upon successful completion of this course, students should be able to:

1. Operate a range of industry-standard digital programs, understand their uses in design processes, and confidently engage with learning new software.
2. Develop and manipulate various media in both 2D & 3D including drawings, maps, diagrams, site plans, renderings, perspectives, graphical presentations, and construction details.
3. Demonstrate basic 3D modelling skills.
4. Implement their work across media for an efficient and effective design process.
5. Recognise the application of digital design in the practising field of Landscape Architecture.
6. Explore and experiment with emerging technologies.

COURSE REQUIREMENTS

1. Attendance and participation in bi-weekly classes.
2. Completion of class exercises, presentations, and homework assignments.
3. Completion of the final project.

REQUIRED EQUIPMENT

- Reliable laptop computer (mac or PC) equipped for running required software and laptop power cord (required for every class)

- o Note: Come to class with your laptop fully charged! The classroom we're in may have limited access to power outlets (we are working on this).
- o The following minimum specifications are heavily recommended (please see the instructor if there are any issues in consistently having the proper technology):
 - CPU: 7th generation Intel Core i5 or AMD Ryzen 5
 - Memory: 8 or 16GB
 - Hard Drive: 512GB SSD / 512GB HD
 - Display: 13" or 15"
- Functioning, reliable computer mouse (required for every class), clickable scroll wheel highly recommended
- Sketchbook, pencils, basic drawing materials
- External hard drive or high capacity flash drive (recommended)

REQUIRED SOFTWARE

- **AutoCAD:** current version, in English (free student licence available through University)
- **Adobe Creative Cloud: Photoshop, Illustrator, & InDesign:** current versions, in English (free student licence available through University)
- **SketchUp Pro** (student price available through SketchUp website, \$55/year)
- Note: These programs are all functional on both Mac and Windows operating systems, just make sure you download the correct version for your machine
- Note: For downloading AutoCAD and Adobe Suite programs, and for computer issues running the programs, call or visit CCIT (<https://ccit.clemson.edu/>) outside of class hours. You must come to class prepared for each class session with a functioning laptop, mouse, and software installed.

RECOMMENDED SOFTWARE (NOT REQUIRED)

- Lumion (Windows), Vray (Windows & Mac), or Enscape (Windows & Mac)
- Revit (Windows)
- Rhino (Windows & Mac)

TEXTBOOKS AND READINGS

No required textbook. Readings will be provided by the instructor as assigned.

SCHOOL RESOURCES

For assistance with digital projects, the Adobe Digital Studio is located on the 5th floor of Cooper Library and is staffed to support your needs.

3D Printing: [Materials Lab + Digital Design Shop](#)

LaserCutting: [Laser Cutting Tutorial](#)

ASSESSING YOUR LEARNING AND PERFORMANCE

ACTIVE LEARNING

Assessment and evaluation are critical for determining your course grade. However, they are less important than you are in influencing your grade. In other words, your evaluation reflects your learning and performance. This means that your success and achievement is dependent on becoming an active, rather than passive learner. Here are some tips for enhancing your learning and ensuring a strong performance

- Stay on top of emails and other communications.
- Write things down – use notes and checklists.
- Check course and project schedules often.
- Set goals related to school, courses, projects, and personal endeavours.
- Carefully read all project requirements and ask for clarification if needed.
- Set reasonable goals and objectives – create timetables for completion.
- Monitor your progress towards goals.
- Work at your most productive times and in productive environments.
- Change what's not working.
- Reward yourself when you meet your goals!!!
- Ask for help if you need it. There are many helpers and friends in Lee Hall.

FEEDBACK

A key part of active learning is getting feedback from your instructors, TAs, and peers. Whether you know it or not, feedback is a form of support and encouragement. It is meant as a suggestion for improvement. However, its value resides in how you take it and respond. You will receive regular feedback. Sometimes this is scheduled and sometimes it's up to you to ask for it. The best students seek it.

The feedback you will receive in this course will come in several forms. The most common will be during in-class discussions whereby you will share your summaries and perspectives on various subjects. During discussions you may be challenged and engaged in debate. This process will provide you with feedback on your emergent understanding of course content. You will also receive feedback about your project progress and final submission. This feedback will focus on the form, content, and delivery of your project. You may ask your instructors for comments and suggestions at any time.

COURSE PROJECTS AND EVALUATIONS

The table below shows the course projects and relative values. Project details will be communicated separately as assigned with specific information including detailed timeline, learning objectives, procedures, deliverables, and grading criteria based on a given rubric.

GRADE BREAKDOWN	VALUE
1. Attendance and Participation	10%
2. Project I: Design Pipeline	15%
3. Project II: Final Studio Project	20%
4. Video Tutorial Project (group project)	15%
5. In-Class Exercises	40%
	100%

Occasional extra credit points or assignments may be offered at instructor's discretion.

SUBMISSION PROCEDURE

Project instructions and content will be communicated via emails and Canvas. Submissions of projects and exercises should be uploaded to Canvas (unless otherwise specified).

FILE NAMING

Files should be named like so: **LastName_FirstName_ClassName_ProjectTitle.pdf** or **LastName_FirstName_ClassName_ProjectTitle_File/MediaType.pdf**

Ex: Austen_Jane_LARC1580_Exercise01.pdf or Austen_Jane_LARC1580_Exercise01_Massing.pdf

PARTICIPATION

Class participation will be assessed based on your presence, conduct, and engagement during classroom activities and meetings with course instructors, discussions, the quality of your reflection and critical thinking associated with class readings, and the detail and quality of your exercise submissions.

This class should be a safe and respectful environment for all students! Any behaviour that does not meet this standard will not be tolerated and will result in penalties to your participation grade or disciplinary action as the severity suggests.

GRADING SYSTEM AND PERFORMANCE-BASED ASSESSMENT STANDARDS

The following table shows the value range for course grades. The performance-based standards provide additional criteria for assessing overall grades and complement specific project rubrics.

Grade Description	Value	Performance-Based Assessment
A: Excellent: indicates work of a very high character, the highest grade given.	90-100%	"A" work must be of the highest quality. The work must be completed on time, accurately, and correctly. The work clearly and holistically demonstrates excellent conceptual content, execution, and communication. The student's effort, improvement, contributions, performance and learning are outstanding. "A" work demonstrates the highest level of competency and professional readiness. The work needs very little to no development and/or refinement.
B: Good: indicates work that is definitely above average, though not of the highest quality.	80-89%	"B" work is above average quality. The work is completed on time and is mostly accurate and correct. The work suggests good conceptual content, execution, and communication but is not holistically and clearly excellent. The student's effort, improvement, and contributions are above average; performance and learning is good. "B" work demonstrates a significant level of competency and substantial professional readiness. The work needs minor to moderate development and/or refinement.
C: Fair: indicates work of average or medium character.	70-79%	"C" work is average to fair quality. The work may be completed on time but may have some incompleteness, inaccuracies, and incorrect responses. The work suggests minimal or satisfactory conceptual content, execution, and communication; however, it is not holistically and clearly above average. Typically, the student's effort, improvement, and contributions are minimal; performance and learning is satisfactory. "C" work demonstrates minimal competency and lacks professional readiness. The work needs moderate to major development and/or refinement.
D: Pass: indicates work below average and unsatisfactory, the lowest passing grade.	60-69%	"D" work is below average and low quality. The work is often late with multiple inaccuracies or incorrect responses. The work suggests minimal to poor conceptual content, execution, and communication and is clearly below average. Typically, the student's effort, improvement, and contributions are minimal to poor; performance and learning is unsatisfactory. "D" work demonstrates a significant lack of competency and professional readiness. The work needs major development and/or refinement.
F: Failed: indicates that the student knows so little of the subject that it must be repeated in order to receive credit.	0-59%	"F" work is far below the expected range. The work is often incomplete, incorrect, or unsubmitted – even after accounting for extensions and other circumstances. The work suggests very little to no understanding of conceptual content, execution, and communication. Typically, the student's effort, improvement, and contributions are far below expectations or non-existent. "F" work demonstrates complete lack of competency and professional readiness. The work needs full revision.
I: Incomplete: indicates that a relatively small part of the semester's work remains undone.	10%	"I" is incomplete work, meaning a relatively small part of the semester's work remains undone. Grade I is not given to a student who made a grade F on his/her daily work. The incomplete grade is calculated as an F in the student's grade-point average until the work is made up and a final grade is assigned. Instructors and students will resolve the Incomplete grade as soon as possible, but not to exceed 30 days from the first day of classes in the next

		scheduled term (excluding summer sessions and regardless of the student's enrollment status). Students will contact instructors in a timely manner so instructors can provide a reasonable opportunity to complete remaining work. A grade of I converts to F unless the incomplete is removed within the time specified.
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Grades are determined based upon student knowledge and performance in the course. The performance-based assessment in conjunction with specific project grading rubrics will be used to determine your grades

DROPPING THE COURSE

A subject dropped after the first two weeks of classwork and prior to the last five weeks during the fall and spring semesters is recorded as W-Withdrew. Proportionate time periods apply during summer sessions and other shortened sessions. See Undergraduate Catalog for more detailed information: [CU 2022-23 Undergraduate Catalog](#)

MID-TERM GRADES

No later than five days before the last day students can drop courses without receiving final grades, the instructor shall make available for each student (a) the student's numerical course grade or (b) that student's letter ranking to date in that course (A-F or P/NP). Both student and instructor recognize that this feedback reflects the student's performance up to that point in time, and as such, that student's final course grade may change based upon subsequent coursework performance(s).

SUBMITTING GRADES

Faculty submit final grades through iRoar at the end of each term as specified in the academic calendar. Grades recorded in Canvas or provided through other, non-iRoar systems, may inform your grade but fall outside the official grade collection system.

POSTING OF GRADES

The United States Family Educational Rights and Privacy Act (FERPA) prohibits the public distribution of grades or graded work. This is commonly understood to include posting grades by student names, initials, or student number as well as placing of graded material in a public place where students go through the material to find their own graded work.

ASSIGNMENTS AND LATE WORK POLICIES

All work is to be handed in at the designated times. **Late work will be penalised 10% for every 24 hours it is late.** Lateness due to campus printing and plotting problems will be excused only if problems are university-wide and of university, rather than student, origin. In these rare cases,

there will be an extension granted. Other exceptions may be made in exceptional circumstances on a case-by-case basis and will require communication with the instructor BEFORE the deadline.

If issues arise, notify your instructor immediately. We recognize that you may have multiple things that need your attention, and that life happens. Your instructor will work with you on such issues.

STUDENT WORK DOCUMENTATION (ACCREDITATION)

You are expected to keep all work throughout the semester. A few selected projects may be stored for use in future accreditation visits. At the end of the semester, you will be required to record some or all your work to a specified repository and submit it to the instructor.

ATTENDANCE AND ABSENCES POLICIES

The academic resources of Clemson University are provided for the intellectual growth and development of students. Class attendance is critical to the educational process; therefore, students should attend scheduled courses regularly to attain their academic goals.

Attendance will be taken at every class period. Students who are more than 5 minutes late will be considered absent. Students should speak with their course instructors regarding any scheduled absence as soon as possible.

If you will be absent for any reason, excused or otherwise, please submit an official Notification of Absence through the course Canvas page. Please remember that you are responsible for your learning of material and frequent absences will put you behind in the course. The instructor and TAs are here to help and support you, however we cannot be expected to continually reteach material you missed. We will provide resources whenever possible, but your best bet for learning and understanding the information and tools to the level expected will be to consistently come to class and engage. Excessive absences will be reflected in your grade and could result in being dropped from the course.

More than SIX unexcused absences will result in your grade being dropped by one letter. Further absences may result in an incomplete grade or being dropped from the course.

I understand that you are all students and that life happens outside our control. I also recognise that you have other classes, that you might be living on your own or away from home for the first time, may have mental or physical health challenges, and that some things are more important than this or any class. Your instructors are also students themselves! We will do our best to limit any major changes or adjustments to the schedule, but note that the schedule is

subject to change and please be patient with us and we will extend you the same courtesy. When things happen, communication is key! We can only help if we know something is wrong. We don't need the whole story, but the more you communicate, the more we can help.

EXCUSED ABSENCES

- In the event of an emergency, please make direct contact with instructors, preferably before a class takes place. You should tell instructors of any scheduled absence as soon as possible and we'll develop a plan for make-up work if needed. **It is your responsibility to secure documentation** of emergencies, doctor's office visits, mechanic's bill, and similar.
- University-sponsored activities are generally excused, but not always. Please let us know about the event in advance, and we'll discuss it. University-sponsored activities do not lessen the need to meet course objectives and due dates. Exceptions for students covered by the Americans with Disabilities Act, as verified through paperwork issued by Student Disability Services, will be honoured.

HEALTH AND WELLNESS

- If you are sick, please be considerate of your colleagues and instructors and do not come to class! Get tested for Covid as soon possible and follow physician and university protocols for quarantining. Communicate with the instructor and we can make necessary accommodations for the health and safety of everyone. Assuming proper communication and documentation, **this is an excused absence** and we will help you make up what you miss or arrange for a virtual or recorded class.
- If you are depressed, overly anxious, or just feeling off, take a mental health day if you need it. Per School of Architecture policy, you may take up to **two mental health days without documentation** or explanation. But please do notify us that you are taking a mental health day so we can mark it as excused. Feel free to share as much information as you are comfortable sharing, we can give you space or help you get support. We will help make up what you miss.
 - If you are struggling continuously, dealing with mental health issues, need additional support, advice, resources, or just someone to talk to, please feel free to come to me. It's very normal to feel stressed and overwhelmed, but that doesn't mean you have to suffer through it yourself! I am happy to work with students to figure out what works best for them and tailor the class to be as inclusive as possible to all learning styles and backgrounds so each of you get the most you can from this class.
 - Mental health should not be a taboo topic and is one of my top priorities, so if you are struggling, remember that you can always come to me for a confidential,

judgement-free talk and I will do my best to provide an ear, advice, or resources to help you through it.

- Also remember to utilise CAPS as a resource if you need it (more details below), it's part of the university health fee you pay so services are free to use.
- We are not going to penalise you for getting sick or needing to take some time to be at your best. Just keep me informed and we'll work with you. We have high expectations for each student and want you to do your best therefore, we do not expect you to come to class if you're not feeling well. We do expect that when you're feeling well, you'll be in class and do your best.

UNEXCUSED ABSENCES

- You may accumulate one unexcused absence (absence includes late arrival and early departure) without direct grade penalty. Unexcused absences do not include documented excused absences listed above, approved university sponsored events, or your two allocated mental health days.
- 5% will be deducted from your course grade for your second unexcused absence. Each unexcused absence after the second is another 5% reduction. A student with an excessive number of absences may be withdrawn at the discretion of the course instructor.
- If you have an unexcused absence, course instructors will do their best to help you make up for what you missed, but **students are responsible for taking initiative to make up for missing work or instruction**. Make-up work will be at the same level of difficulty as the missed work.

NOTIFICATION OF ABSENCE

The Notification of Absence module in Canvas allows students to quickly notify instructors (via an email) of an absence from class and provides for the following categories: court attendance, death of immediate family member, illness, illness of family member, injury, military duty, religious observance, scheduled surgery, university function, unscheduled hospitalisation, other anticipated absence, or other unanticipated absence.

The notification form requires a brief explanation, dates, and times. Based on the dates and times indicated, instructors are automatically selected, but students may decide which instructors will receive the notification. This does not serve as an "excuse" from class. It is a request for an excused absence and students are encouraged to discuss the absence with instructors, as the instructor is the only person who can excuse an absence. If students are unable to report the absence by computer, they may reach the Office of Advocacy and Success.

Students with excessive absences who need academic or medical assistance can also contact the Office of Advocacy and Success.

TIME TO WAIT

If your instructor or teaching assistant has not arrived at the course meeting location after 15 minutes, check your email and other messages for information about possible changes to the meeting location/time. If you have not received any communication after 15 minutes, then you may assume class is cancelled for that period and leave.

INCLEMENT WEATHER AND/OR EMERGENCY

Regularly scheduled due dates and assignments may need to be adjusted based on unforeseen circumstances. Any project due date that was scheduled at the time of a class cancellation due to inclement weather will be due at the next class meeting unless otherwise specified.

SYLLABUS & SCHEDULE CHANGES

The instructor reserves the right to make any changes to the syllabus or schedule throughout the course as necessary. Changes in assignments, point values, due dates are also at the discretion of the instructor and will be announced in advance. Information about schedule changes, general class announcements, etc. will be distributed via email or Canvas announcement. All effort will be taken to avoid such changes.

COURSE OVERVIEW

Note that the schedule is open to change to meet student learning needs and instructor teaching preferences. Changes will be announced in class and via email or Canvas. Ignorance of changes does not excuse a student from responsibility for material assigned that day.

Date	Topic
Week 1: Thursday Jan. 11	Course Introduction
Part I: Program Basics	
Week 2-3, Week 4 (Tu): 1/16-1/30	Intro to AutoCAD
Week 4 (Th)- Week 5: 2/1-2/8	Intro to 3D/SketchUp
Week 6-7: 2/13-2/22	Intro to Adobe (Creative Cloud, Acrobat), Intro to Photoshop
Week 7: 2/20 <u>OR</u> 2/22	SoA Career Expo - No Class*
Week 8 (Tu): 2/27	Intro to InDesign
Part II: Working Across Programs	
Week 8 (Th)-Week 9 (Tu): 2/29-3/5	Intro Project Pipeline, Intro Video Tutorial Project
Week 8: Friday March 1	Midterm Evaluations
Week 9 (Th)-Week 10: 3/7-3/14	Project I
Week 11: 3/19-3/21	Spring Break - no class
Week 12: Tuesday March 26	Project I 90% Review
Part III: Practical Applications	
Week 13-16: 4/2-4/23	Project II/ Video Tutorial
Week 14: Thursday April 11	In-Class Video Tutorial Screening
Week 15: 4/16-4/18	Flex Days (review/lecture/other as necessary) Potential Intro to Lumion or Revit Workshop
Week 16: Thursday April 25	Course Wrap Up, Course Evals
Week 17: 4/29-5/3	Final Exam Week - Final Review (& celebration) TBD**

*We will not have class one day in Week 7, either 2/20 or 22, to allow participation in the Clemson School of Architecture Career Fair, exact date TBD. Consider the dates interchangeable.

CLEMSON POLICIES

ACADEMIC CONTINUITY

Clemson has developed an Academic Continuity Plan for academic operations. Should university administration officially determine that the physical classroom facility is not available to conduct classes, class will be conducted in a virtual (online) form. The university issues official disruption notifications through email, website, text notification and Social Media. When notified, use one of the following links to navigate to Clemson Canvas where you will find important information about how we will conduct class:

- Primary access link: <http://www.clemson.edu/canvas>
- Secondary access link, if needed: <https://clemson.instructure.com/>
- You can also use the Canvas Student App. [Visit the downloads page](#)

Course activities will occur through the Canvas course.

ACADEMIC INTEGRITY

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honour, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

All infractions of academic dishonesty by undergraduates must be reported to Undergraduate Studies for resolution through that office. In cases of plagiarism instructors may use the Plagiarism Resolution Form.

See the [Undergraduate Academic Integrity Policy](#) website for additional information and [the current catalogue](#) for the policy.

For graduate students, [see the current graduate student handbook](#) for all policies.

ACADEMIC GRIEVANCES

Undergraduate students are advised to contact the Ombuds' Office prior to filing an academic grievance. If the undergraduate academic ombudsman agrees that a grievable issue has occurred, students can contact Undergraduate Studies (656-3022) for assistance filing official paperwork within 30 days of the semester following the awarding of a disputed grade.

Graduate students follow the [Graduate Student Handbook](#) (per the catalogue, "grievances must be filed with the Graduate School within 60 days of the alleged act.")

COPYRIGHT

Original works of authorship including but not limited to books, novels, poetry, articles, works of art, photos, images, videos, movies, music, architectural designs, etc. are protected under copyright law. When copyright protected materials or portions of such materials are made available to you by an instructor, they are intended to be used for educational purposes, they are intended for use only by students enrolled in a particular course and only for instructional activities associated with the course. They should not be retained in another medium or disseminated further for non-course related purposes unless you have permission to do so by the copyright owner.

COMMITMENT TO DIVERSITY

Clemson University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values, and experiences.

THE CLEMSON UNIVERSITY TITLE IX STATEMENT REGARDING NON-DISCRIMINATION

The Clemson University Title IX statement: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, colour, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This [Title IX policy](#) is located on the Access and Equity website. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director of Equity Compliance. Her office is located at 223 Brackett Hall, 864-656-0620. Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

EMERGENCY PREPAREDNESS STATEMENT

Emergency procedures have been posted in all buildings and on all elevators. Students should be reminded to review these procedures for their own safety. All students and employees should be familiar with guidelines from the Clemson University Police Department. [Visit here for information about safety.](#)

Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

1. Ensure you are signed up for [emergency alerts](#)

2. Download the [Rave Guardian app](https://www.clemson.edu/cusafety/cupd/rave-guardian/) to your phone
(<https://www.clemson.edu/cusafety/cupd/rave-guardian/>)
3. Learn what you can do to [prepare yourself](http://www.clemson.edu/cusafety/EmergencyManagement/) in the event of an active threat
(<http://www.clemson.edu/cusafety/EmergencyManagement/>)

ONLINE CONDUCT

Appropriate online academic conduct means maintaining a safe learning environment based on mutual respect and civility. All participants in Clemson courses are expected to behave professionally by adhering to standards of conduct, such as:

- Never transmit or promote content known to be illegal or protected by copyright.
- Never use harassing, threatening, embarrassing, or abusive language or actions.
- Respect other people's privacy as well as your own.

Online interactions that fail to meet standards of conduct may result in being blocked from online discussions, receiving a grade penalty, or being dismissed from the course. Such misconduct in the online environment may also be reported to officials for appropriate action in accordance with University policy. If you ever encounter inappropriate content in your course, please contact [Matthew Briggs](#) and the instructor with your concerns.

Student Support and Resources

ACADEMIC SUCCESS CENTER

The [Academic Success Center](#) (ASC) offers a variety of free learning and success services for all undergraduate students that are designed to equip students with strategies and resources they can use to become a more confident, independent and skillful learner.

The Class of 1956 Academic Success Center building is in the centre of campus adjacent to Cooper Library and the Watt Family Innovation Center.

LEARNING SUPPORT SERVICES

- [Peer Tutoring](#) – students can expect a 1:1 meeting with a trained undergraduate peer leader (who made an A or B in the course and was recommended by a faculty member) during which the student can share specific questions they have about course content with the tutor focused on helping the student, through questioning techniques and identification of helpful learning strategies, master course concepts. Tutors do not help with homework or other class assignments (Linked to a course).
- [Peer-Assisted Learning \(PAL\)](#) – students can expect collaborative and active group learning and study sessions focused on mastery of course content and learning

strategies that is facilitated by a trained undergraduate peer leader (who made an A or B in the course and was recommended by a faculty member). PAL leaders do not help with homework or other class assignments (Linked to a course).

- [Academic Coaching](#) – students can expect a 1:1 meeting with a trained professional academic coach during which the coach helps students see themselves, their skills, and their study habits from a fresh perspective through one-on-one sessions focused on learning and personal success strategies.
- [Success Strategy Workshops](#) – students can expect 30 - 45-minute workshops on college success skills, time management and organisational skills, test-taking strategies, study strategies, finals preparation, life skills, and academic resources.

INCLUSION STATEMENT

The Academic Success Center exists to inspire success in every student who participates in our programs and services. Celebrating and honouring the diversity of our students, faculty, and staff is at the core of inspiring success and a sense of belonging. The diversity of our Clemson community comes in many forms, but inclusion comes in only one form – when each member of our community experiences a real sense of belonging. We, the ASC staff, are committed to creating a welcoming and inclusive experience at the Center. We affirm that our goal of creating and delivering welcoming, inclusive, and equitable student learning experiences at the Center requires our active and ongoing commitment to listening and learning through engagement in professional development opportunities and confronting and dismantling inequalities. We acknowledge that this will be an ongoing work in progress and pledge to strive for continuous improvement.

ACADEMIC ADVISING

[Academic advising](#) is an ongoing educational process that connects the student to the University. Academic advising supports the University's mission of preparing the student for learning beyond the confines of the academy. Academic advisors represent and interpret University policies and procedures to the student and help the student navigate the academic and organisational paths of the institution.

COOPER LIBRARY

Do you need library sources but don't know where to start? Do you need to search for a book, article, or data to support an argument? Not sure how to cite a source properly in your bibliography? Ask a librarian! Help is available in person at each of our locations: Cooper Library, Gunnin Architecture Library, and the Education Media Center. You can also chat with a librarian live from our website, by phone at 864.656.1557, or text 864.762.4884.

Extended research assistance with librarians who specialise in subject areas is also available by appointment. A list of librarians and their areas of expertise are listed on the [subject librarians page](#). Check the Library's [Ask Us](#) page for details. For assistance with digital projects, the Adobe Digital Studio is located on the 5th floor and is staffed to support your needs. The [Scholar's Lab](#) is a new space that provides support for data visualisation, data analysis, and digital research methods. Check out the Library's [web page](#) for upcoming workshops and other events.

Cooper Library and Technical Support

If you are having hardware or software problems, CCIT's Service Desk may be able to help you. Contact them by emailing ITHELP@clermson.edu, calling or texting (864) 656-3494, or starting a live chat at ccit.clemson.edu. The help desk is located in Cooper Library.

GRADUATE STUDENT SUCCESS RESOURCES

The Graduate School maintains a [collection of grad student resources](#) applicable to graduate students for professional development, governance, the handbook, and thesis/dissertation resources). It has resources regarding education, student life, and health and safety as well.

MICHELIN CAREER CENTER

[The Michelin® Career Center](#), in the Center for Career and Professional Development, assists undergraduate and graduate students in selecting appropriate fields of study, learning effective job searching strategies, and making connections with employers. Career counsellors are available to meet with students to explore career or educational options, develop résumés and cover letters, hone interviewing techniques, conduct searches for internships and full-time jobs, and prepare themselves for interviewing with employers. In addition, students may utilise ClemsonJobLink, the Career Center's on-line recruiting system, to view part-time jobs, internships, and full-time job postings and to sign up for on-campus interviews. The Center's goal is to endow students with the skills and tools to find part-time jobs and internships while in school, as well as full-time jobs following graduation. Other information can be obtained from the [Career Center's website](#) or by calling 864-656-6000.

THE CENTER'S INTERNSHIP PROGRAM

This program brings together students and employers to facilitate academically enriching and mutually beneficial work experiences. This program offers on-campus, off-campus, and international internship options. Students may participate in either part-time or full-time internships.

UPIC: UNIVERSITY PROFESSIONAL INTERNSHIP AND CO-OP

The University Professional Internship and Co-op (UPIC) Program offers students on-campus professional learning experiences. Students have the opportunity to work with Clemson faculty and staff on Clemson's main campus, as well as other sites across the state, while receiving an academic internship notation on their transcripts. Enrollment in the appropriate INT course and payment of the corresponding fee is a requirement of the program (e.g. INT 1510). In order to be eligible for the program, a student must have completed at least one full semester at Clemson University and be an enrolled and matriculating undergraduate student in good standing. Available internships are typically listed in ClemsonJobLink halfway through the semester prior to the experience. Additional information is available at <http://career.clemson.edu> or by calling the program office at 864-656-0282.

COOPERATIVE EDUCATION

The Cooperative Education Program (or Co-op Program) is a rigorous engaged-learning program designed to provide students with the opportunity to learn under a mentor in their field of study. Companies partner with the program to host the co-op student for two, three or more rotations and this in-depth learning experience becomes an integral part of the student's education. The co-op student's experience is monitored and evaluated by the faculty and academic staff of the Co-op Program. Co-op students are paid by the host company. Students enrol in the program and begin the matching process at the beginning of the semester. For more information, contact the program office at 864-656-3150 and speak with a co-op advisor.

STUDENT ACCESSIBILITY SERVICES: ACCESSIBILITY STATEMENT

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the instructor know and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling (864) 656-6848, emailing studentaccess@lists.clemson.edu, or visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments.

Students who have accommodations are strongly encouraged to request, obtain, and send these to their instructors [through the AIM portal](#) as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester.

You can access further information at the [Student Accessibility website](#). Other information is at the university's [Accessibility Portal](#).

STUDENT HEALTH AND WELLNESS RESOURCES

[Student Health Services](#), locally known as Redfern Health, strengthens Clemson University by providing quality medical and mental health care and the health, safety, and well-being of the campus community. Student Health Services strives to be an innovative health care system providing integrated quality services that are responsive to the needs of the University community.

For information on who to contact for help in a crisis situation, visit [the Student Health contact page](#) and the [emergency/crisis page](#) for getting help.

CAPS: COUNSELLING AND PSYCHOLOGICAL SERVICES

[At Counseling and Psychological Services\(CAPS\)](#), you are encouraged to be an active participant in your medical and mental health care. Which service is the right one for you hinges on your individual need, and CAPS will help you figure that out.

CAPS is committed to educating students, as well as offering outreach services to faculty and staff members in order to improve the quality of their interactions with students and to promote a healthy work environment.

WRITING LAB

Clemson University's Writing Lab offers free one-on-one writing support for undergraduate and graduate students. Available appointments include in-person and virtual options. Students can seek support at any stage of the writing process, from brainstorming to final revisions. Arrangements can be made for group appointments. Visit the [Writing Lab's website](#) for more information about their services or to make an appointment. Please note that the Writing Lab is now located on Cooper Library's third floor.

THE PAW PANTRY

The Paw Pantry is an on-campus food pantry and resource centre available to Clemson University students free of charge, no questions asked. Non-perishable foods, school supplies, hygienic supplies, and household items are available. Paw Pantry is currently located at Sirrine Hall, Room 233. The hours of operation can be found [here](#). If interested in utilising the pantry, donating, or volunteering please visit our [website](#), email pawpantry@clemson.edu or follow on Instagram @cupawpantry. Contact person is [Kate Radford](#) at 864-656-2535.